

IHE Bachelor Performance Report

NC Wesleyan College

2013 - 2014

Overview of the Institution

North Carolina Wesleyan College is a small, private liberal arts college located on a 200-acre campus just north of the city of Rocky Mount. The College was founded in 1956. It enrolls approximately 750 full-time students at the Rocky Mount campus and serves roughly 900 part-time adult students with evening programs in Rocky Mount, Goldsboro, Raleigh, Wilmington and Whiteville. The College offers undergraduate programs organized into 22 majors. The liberal arts are the foundation of the curriculum, and each major helps students prepare for rewarding personal lives, good citizenship, and productive careers. It emphasizes small classes and individual attention. While Wesleyan is affiliated with The United Methodist Church, it is open to all persons regardless of their religious beliefs. Wesleyan's statement of purpose notes that "The College has a special commitment to the Rocky Mount area and to eastern North Carolina. Through individual faculty, staff, and alumni activity, and through its educational and cultural programs, the College promotes the development of the region." The provision of an undergraduate teacher education program and collaborative work with area schools support the mission. The College offers majors in elementary education, special education and middle grades education, a minor in secondary education for its degree-seeking students and licensure-only programs for post-baccalaureate and lateral entry candidates. The teacher education program is accredited by NCATE and it is a member of the NC Association of Colleges of Teacher Education.

Special Characteristics

Wesleyan's small size and diverse demographics provide a unique opportunity for students and faculty to work closely together. Approximately 50% of the student body is African-American, and many students are first generation college attendees. The goal of the teacher education program is to develop teachers who are reflective decision-makers who work well with diverse K-12 learners. The education program begins with courses in the sophomore year. Throughout the program the students complete case studies, develop portfolios, respond to teacher narratives and work closely with K-12 educators to promote reflective practice and effective decision making. Field experiences begin in the first two education classes and continue throughout the program to provide students with opportunities to be in diverse school settings. In addition, students complete a full semester of student teaching and are strongly supported by frequent visits from the college supervisor. Typically, the student spends the semester prior to student teaching as an intern with the person who will serve as the cooperating teacher. Elementary education student teachers are placed in both a lower and upper elementary grade level. Middle grades education students are placed with both of their self-selected concentrations.

Program Areas and Levels Offered

Undergraduate licensure and licensure-only areas: Elementary Education, Special Education: General Curriculum, Middle Grades Education with concentrations in mathematics, language arts, science, and social studies, and secondary (9-12th grade) programs in English, mathematics, history, social studies, and Biology. The program produces approximately 10-15 teachers each year.

I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

A. Direct and Ongoing Involvement with/and Service to the Public Schools

LEAs/Schools with whom the Institution Has Formal Collaborative Plans	Priorities Identified in Collaboration with LEAs/Schools	Activities and/or Programs Implemented to Address the Priorities	Start and End Dates	Number of Participants	Summary of the Outcome of the Activities and/or Programs
Northern Nash High School	Provided supportive roles since 2007	Treasurer-Band Boosters Member-Pit Crew	June 2013-May 2014 100-150 hours	>100 band students in Marching and Concert Bands 1 professor	Students participated and excelled in one of the most beneficial extracurricular activities available
All NSRM High Schools	Assisted in swim meets; avid swimmer	Operator of timing system	December 2013-February 2014, 9 swim meets x 4 hours each	100-150 swimmers 1 professor	Students participated in a healthy and vigorous athletic competition with accurate rendering of individual results
Swift Creek Elementary School	Volunteered support services	Moderator with local and district Spelling Bee	October 2013-February	Approx. 75 students 1 staff	All participants increased and tested their

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			2014	member	word knowkedge
Swift Creek Elementary School	Volunteered support services	Monitor book reading and an assistant in fundraising efforts	October 2013-May 2014	Groups of students 1 staff member 1 parent	Provided school support services
Hubbard Elementary School	School requested and class service learning activity	Educator tutors and mentors in reading and subject areas	January 2014-April 2014, Once a week for 2 hours	Approx 30 students in 3 classrooms, 3 NCWC students and 1 professor	Students increased their language arts ad skills, received mentoring in small group settings during school invention activities
Southern Nash High School	College collaboration and service engagement	College Coordinator of Scholars Latino Initiative Program, college preparatory activities and seminar	January 2014-April 2014, approx. 10 hours each week	9 high school participants, 9 NCWC students, 2 professors	Students increased awareness of college entrance process and gained knowkedge of college level work
Southern Nash High School	College collaboration and service engagement	Assistant to Scholars Latino Initiative Program	January 2014-April 2014, approx. 2 hours each week	9 high school participants, 9 NCWC students, 2 professors	Students increased awareness of college entrance process and gained knowkedge of college level work
Hubbard Elementary School	Education students/ service	Volunteers/Tutors with the Mobile Parent Resource	October 2013, approx. 3	Approx. 8 parents, 2 NCWC education	Provided support and increased

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	learning activity	Library	hours	students, 1 professor	parents' understanding of students' needs
Edgewood Elementary School	Education students/ service learning activity	Volunteers/Tutors with the Mobile Parent Resource Library	April 2014, approx. 5 hours	Approx. 25 students and parents, 5 education students, 1 professor	Fostered parents' understanding of student needs; increased students' skills in problem solving and comprehension in games and activities
NCWC/NRMS	College and NRMS collaboration with the Exceptional Children Program	Mini symposium on parent advocacy and special students' poster contest	April 2014, approx. 20 cumulative hours	Approx 14 students, 4 NRMS teachers, 4 education students, 2 NRMS administrators, 1 professor	Fostered collaboration between the college and the school system, and bolstered students' self esteem in creativity and individual accomplishment
NCWC/ Northern Nash High School	School requested	Consultant and technician with audio recording technology and recording sessions for the bands	May 2014 4 sessions @ NCWC Dunn Center	Approx. 80 students-concert bands, 1 professor	Fostered quality recordings of both bands in recording sessions and at "live concert" for future festival events

B. Brief description of unit/institutional efforts to promote SBE priorities.

Goal 1—NC public schools will produce globally competitive students. The support provided to low performing schools--tutoring, grant activities, workshops, work with lateral entry teachers and beginning teachers--are all examples of activities to promote student learning. These are described in other sections. Goal 2—NC public schools will be led by 21st Century professionals. The conceptual framework for the program is on reflection and decision making. Reflective practice involves assessment, and current research shows a connection between reflective practice and student learning. Candidates utilize technology throughout the programs at Wesleyan. Goal 3—NC public school students will be healthy and responsible. Many of the skills developed by and dispositions instilled in the teachers who complete their programs at Wesleyan focus on behaviors that promote a caring, inclusive classroom. Goal 4—Leadership will guide innovation in NC public schools. The partnerships Wesleyan has with area schools and the good relationship we have with the local community college help address this priority. We've shared facilities and resources in order to provide courses and projects to support teachers and to impact student success. We're also working with faith-based schools and other private schools in our area to meet the needs of their faculty. One example is providing workshops as requested for teachers at the local Catholic school. Another example of collaboration is the Gateway Technology Center, a collaborative partnership among Wesleyan, East Carolina, and NC State to provide enhanced educational opportunities in engineering, graduate education, and other fields for persons in the region. The Center is a state-of-the-art technology center located on Wesleyan's campus. NC State provides a NC Teach project for lateral entry teachers at the Center. Goal 5—NC public schools will be governed and supported by 21st Century systems. Our volunteer activities in local schools, and other activities described elsewhere are examples of ways Wesleyan and its partners focus resources and efforts to improve student achievement.

For the 2013-2014 report, briefly describe your current efforts or future plans to respond to the recent legislative provisionsa below

a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Regarding our response to S724 and H23 provisions, all teacher candidates at NC Wesleyan are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students. All students take EDU 310: Technology in Education, which prepares students to effectively use technology in the classroom. In addition, the college recently upgraded the Teacher Education Resource Room to include an Active Board and Active Voters, iPads, digital cameras, digital microscopes, and numerous laptop computers. As the budget allows, we will continue to add to our digital resources to best prepare our students for the world of digital technology.

- b) **Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

Candidates preparing to teach in elementary schools have adequate coursework in the teaching of reading and mathematics, as proven by the following required courses: EDU 312: Reading K-6; EDU 313: Language Arts K-6; MAT 302: Teaching Mathematics in the Elementary School. With the new State Department of Education licensure testing requirements changing in July 2014, we have begun the necessary revisions or additions to our Reading and Math course requirements to best prepare our students for the new exams (MTEL). Additionally, we plan to develop and offer seminars and workshops to provide ongoing support in the areas of Reading and Mathematics.

- c) **Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

Candidates preparing to teach in the elementary school setting are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement. All candidates are required to take EDU 405: Educational Assessment which provides our students with the knowledge and skills necessary for designing and evaluating classroom assessments and other activities and for understanding issues related to standardized testing and the North Carolina testing program for public school students. Also, special education students are required to take SPE 427 Assessment in Program Development. In addition, during the student teaching experience, candidates are required to implement a unit which utilizes formative and summative assessments, and requires demonstration of the positive impact on student learning. Furthermore, student teachers work closely with their cooperating teachers to utilize the school and State assessment systems to gain experience and knowledge.

- d) **Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

Candidates preparing to teach in elementary schools are prepared to integrate arts education across the curriculum. All students are required to take HUM 303: Integrated Arts in Classroom Teaching, which addresses discipline areas that include Visual Arts, Music, and Theater/Expressive Movement. Students learn the integrative possibilities of these disciplines for interdisciplinary classroom instruction. Laboratory practicum, homework, and research are required

II. CHARACTERISTICS OF STUDENTS

A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time			
	Male		Female
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic	1	Hispanic
	White, Not Hispanic Origin	7	White, Not Hispanic Origin
	Other		Other
	Total	8	Total
			18
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin	1	White, Not Hispanic Origin
	Other		Other
	Total	1	Total
			5
Part Time			
	Male		Female
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total	0	Total
			2
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native
	Asian/Pacific Islander		Asian/Pacific Islander
	Black, Not Hispanic Origin		Black, Not Hispanic Origin
	Hispanic		Hispanic
	White, Not Hispanic Origin		White, Not Hispanic Origin
	Other		Other
	Total	0	Total
			6

B. Lateral Entry/Provisionally Licensed Teachers

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	1	1
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Total	1	1
Comment or Explanation:		

C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	*
MEAN SAT-Verbal	N/A
MEAN ACT Composite	*
MEAN ACT-Math	N/A
MEAN ACT-English	*
MEAN PPST-Combined	526
MEAN PPST-R	179
MEAN PPST-W	175
MEAN PPST-M	179
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.45
Comment or Explanation:	
*-Less than five scores reported.	

D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	2	8		2
Middle Grades (6-9)				
Secondary (9-12)		1		
Special Subject Areas (K-12)				
Exceptional Children (K-12)	1			
Vocational Education (7-12)				
Special Service Personnel				
Total	3	9		2
Comment or Explanation:				

E. Scores of student teachers on professional and content area examinations.

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
Elementary Education	12	75
Spec Ed: General Curriculum	3	*
Institution Summary	15	80
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		

F. Time from admission into professional education program until program completion.

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	4	5	1	2		
U Licensure Only	1					
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree	1					
U Licensure Only						
Comment or Explanation						

G. Undergraduate program completers in NC Schools within one year of program completion.

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	14	86	79
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university.
Population from which this data is drawn represents teachers employed in NC
in 2013-2014.**

LEA	Number of Teachers
Nash Rocky Mt Schs	96
Wayne Co Schs	32
Wake Co Schs	30
Edgecombe Co Schs	21
Halifax Co Schs	19
Johnston Co Schs	18
Roanoke Rapids City Schs	16
Wilson Co Schs	14
Franklin Co Schs	13
Pitt Co Schs	11

**I. Satisfaction of program completers/employers with the program in general
and with specific aspects of the program, as rated on a 1 (lowest) to 4
(highest) scale.**

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

III. Teacher Education Faculty

Appointed full-time in professional education	Appointed part-time in professional education, full- time in institution	Appointed part-time in professional education, not otherwise employed by institution
2	2	19